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ABSTRACT

This article described a preservice elementary teacher education program at Delaware State College initiated in 1969. The proposed objectives of the program included 1) an improved program for training teachers, 2) an opportunity for more agencies to be involved in teacher training, 3) a program geared to minority groups who in the past have been a high risk potential, and 4) a training program which would be a model to recommend changes in the present teacher program at the college. The program was divided into three overlapping parts: field experience, content, and professional education. All courses relating to these segments were presented along with course load schedules for average and exceptional students. A high school diploma was not a requirement for entrance into the program. Tutoring and counseling services were initiated for the students and the Teach-Test-Reteach (T-T-Rt) method of teaching was applied. The requirements of teacher selection focused on the ability of the teacher to communicate with the participants. The program was designed to meet training needs of the participants and the present day needs of the classroom teacher. (BRB)

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T R A I N I N G A N D E D U C A T I O N

DESIGNED AND WRITTEN

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DOVER, DELAWARE

SP 006 226

TRAINING AND EDUCATION

A Statement of Objectives

The program objectives are to modify the pre-service teacher education program at Delaware State College so that it will be able to:

1) Offer an improved program for training teachers;

2) Allow an opportunity for more agencies to be involved in teacher training;

3) Develop a sound program that would be geared to minority groups who in the past have been high risk potential;

4) Develop a teacher training program that may stand as a model to recommend changes in our present teacher-education program at Delaware State College.

Institution

Delaware State College is a small, four-year land-grant College located in Dover, Delaware, the State Capital, in mid-central Delaware. The enrollment is about 1,350 students, most of whom are from Delaware. About seventy percent (70%) of the graduates enter some form of teaching, and most remain within the State.

A new education building is under construction and will offer a setting for good learning opportunities. The present facilities will provide these opportunities until it is replaced by the new facility.

The education staff of Delaware State College is comprised of seven (7) full-time black instructors and two (2) part-time white instructors, five (5) of whom hold the doctorate degree in their respective fields. All the instructors reflect the background and origin of the participants and the schools in which they serve. One white instructor holds a joint appointment with the Wilmington Public Schools and Delaware State College, and is principal of a predominately black school.

Entrance Requirements

In order for the college to serve the participants of this program, it will be necessary to establish new admission policies that would apply only to this program. Delaware State College is an emerging institution. In the past it has provided training for persons below the normal college level with great success. The following recruitment and selection plan will be established:

1. Recruiting of all participants for this program will be done by such agencies as Delaware State College and Wilmington Public Schools.

2. A selection committee will be organized for this program made up of the following:

   a. Head, Department of Education - Delaware State College
   b. Director of Testing - Delaware State College
   c. Counselor - Delaware State College
   d. Two appointees - Wilmington Public Schools
   e. One appointee - State Department of Public Instruction

3. High school diploma, or the equivalent is not a requirement for admission to the program.

4. Participants will be selected mainly by the recommendations of participating agencies and interviews by selection committee.

5. All participants must meet the following minimum requirements:

   a. Physically qualified to meet the demands of a work study program;
   b. Considered by the selection committee as possessing the innate ability to successfully complete a college program;
   c. Good moral character;
   d. Income requirements.

The Program

The program hereafter will be known as an "Experimental Program" in Teacher Education operated jointly by Delaware State College, Wilmington Public Schools and other agencies interested in a program designed to bring into school persons from low-income areas who would not normally enter college, and who normally would not consider teaching as a career.

The program will be divided into three (3) Major parts (1) Field Experience, (2) Content and (3) Professional Education.

Professional Education - 1/3

Content - 1/3

Field Experience - 1/3

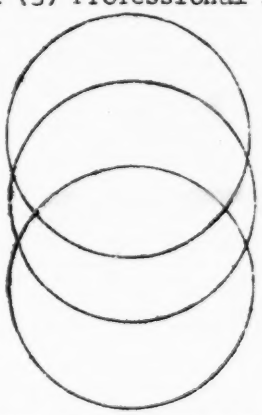

Figure 1. This diagram shows all phases of the program overlapping which will allow participants to receive training in all phases at any given time.

The program is designed to allow a student to spin in and spin out any point along the career lattices.

A six-week course of three (3) semester hours will be held during the summer 1970. This course will be "Introduction to Present-Day Education". This course would involve the recruits, teachers, and administrators (and other personnel) with whom they will work. This course will be required for all participants in that it is the core of the program. Appropriate personnel from the Wilmington School District and Delaware State College will be responsible for the training.

Because of the nature of this program, the college will recommend that recruits take only twelve (12) hours credit per semester. However, up to eighteen (18) semester hours may be taken by those students who qualify. This program will include one half of "Field Experiences" and one half of Content or Professional Education. Three summers will be devoted to nine hours of college courses in Content or Professional Education.

Following is a suggested guide for recruits to follow. This program will culminate in a B.S. degree and certification for grades 1-8.

Suggested Training Time Table for Average Students

3 hours	Summer	1970
24 hours	School year	1970-71
9 hours	Summer	1971
24 hours	School year	1971-72
9 hours	Summer	1972
24 hours	School year	1972-73
9 hours	Summer	1973
24 hours	School year	1973-74

Total hours - 123.

An overall average of 2.00, as computed on a 4.00 scale, must be made in order for a degree to be granted. A grade of "C" or better will be required in Student Teaching.

Courses in Content and Professional Education will be geared to participants of this program. However, it is realized that all recruits will not spin-in at the same level or with the same background. In order to give the participants the best possible training, there will be parallel courses in the regular elementary program that may be given to those students that would qualify.

Courses will be given on-site and at the campus of Delaware State College, Dover, Delaware. Wilmington Public Schools will release participants one-half of the clock hours for each credit hour.

Suggested Training Time Table for Exceptional Students

6 hours	Summer	1970
33 hours	School Year	1970-71
9 hours	Summer	1971
33 hours	School Year	1971-72
9 hours	Summer	1972
33 hours	School Year	1972-73

Total hours - 123.

The above program will allow all participants to complete their degree requirements in three years. However, this program would be available only to those students who would be able to maintain the accepted standard of work.

In order to allow the veteran the opportunity to be enrolled as a full-time student as defined by the Veterans Administration, two hours credit from his service experiences may be added to his credits each semester. The veteran's experiences, both civilian and military, will be evaluated and applied each semester to bring his total hours per semester to fourteen where needed.

Suggested Teacher Education Program

Definitions:

1. Professional Education - Courses in psychology and teaching methods. These experiences may be both academic courses and field experiences.

2. Content - Courses in general education and subject area courses.

3. Field Experiences - On-the-job-training experiences in the public schools that are evaluated by Wilmington Public Schools and Delaware State College as being of suitable quality for college credits.

The program will cover the following areas:

SUMMER - 1970

Courses	Description
Education 204E Introduction to Present-day Education (including seminar)	This course is distinctly an orientation and guidance course. It involves the recruits, teacher and administrators (and other personnel) with whom students will work. Suitable consultants and Field experiences will be provided. (3 - 6 hours)

FALL SEMESTER - 1969-70

Courses	Description
English 101E English Composition	This course is designed to develop skills and competence needed by the students in basic expression. This will be done by discussions both written and oral. (hours)
Psychology 201E Introduction to General Psychology	A survey of several areas of psychological activity with emphasis on learning, perception, motivation and personality bases of behavior. Content of courses will be related to field experiences. (3 hours)
Education 130E Special Problems	Students enrolled in Special Problems at this level will have the following experiences: 1. Supervise small group activity. 2. Obtain and operate A/V equipment in classroom for teacher presentation. 3. Assume class responsibility during some group activities, such as P.E., library, etc.

4. Assist in administratering tests with teachers and/or counseling personnel.
5. Check out learning materials to students at teacher's direction.
6. Participate in faculty meetings as part of the faculty--including teacher in-service program.
7. Attend PTA meetings, help to plan such meetings.
8. Make home visits with teacher.
9. Assist teacher in grading objective test and checking assignments.
10. Participate in teacher-group planning sessions.

SPRING SEMESTER - 1969-70

Courses	Description
English 102E English Composition	This course is designed to develop skills and competencies needed by the students in basic expression. This will be done by discussions both written and oral. (3 hours)
Education 301E Teaching of Reading in Elementary Schools	This course deals with scientific methods of teaching the elementary child how to read effectively. Attention is given to how desirable habits, skills and appreciation may be developed in and through reading. Content of the course will be related to field experiences. (3 hours)
Education 131E Special Problems	Students enrolled in Special Problems at this level will have the following experiences: 1. Supervise small group activity.

2. Obtain and operate A/V equipment in classroom for teacher presentation.
3. Assume class responsibility during some group activity, such as P.E., library, etc.
4. Assist in administering tests with teacher and/or counseling personnel.
5. Check out learning materials to students at teacher's direction.
6. Participate in faculty meetings as a part of the faculty--including teacher in-service program.
7. Attend PTA meetings, help to plan such meetings.
8. Make home visits with teacher.
9. Assist teacher in grading objective test and checking assignments.
10. Participate in Teacher-group planning session.

The College has agreed to allow up to forty-one (41) hours of field experience to be applied toward a degree. The College would like to remain flexible in planning the Content and Professional Courses until more is learned about the participants. An evaluation will be made as the program develops, and at that time, Content and Professional Courses will be recommend that would best meet the needs of the students to be served.

Tutoring services will be offered by the College during the program for students who may need extra help in order to maintain the accepted standards. This service will be conducted by the Department of Education using outstanding juniors and seniors from all departments involved in the training.

One of the main features of the program will be the counseling service provided. This service will begin with selection and follow through each phase until the participants have received their degrees and taught one year. The College feels that the participant's success will depend largely on good counseling both in academic courses and field experiences. All results reported from the training staff will provide criteria for developing the next training phase.

In order to allow a student a greater chance for success, the method of teaching called T-T-F (Teach-Test-Fail) will be eliminated; but teachers in this program, who will be hand-picked, will use the teaching method T-T-Rt (Teach-Test-Reteach) as long as time will permit.

The program will allow up to forty-one (41) hours field experience. However, each participant's experience will be evaluated and a program developed based on individual needs. In order to bring a given participant up to an accepted level, some participants might require more course work than others.

The summer program will be geared toward academic course work based on individial needs. However, the program is flexible enough to allow a student to take only six (6) hours instead of the recommended nine (9) hours and use the extra time in the tutorial program that will be provided. He may then adjust his academic year's program upward in order to meet the requirements for the next level.

There will be built-in field experiences during the summer months in each academic course so a relationship to class experience and work experiences may be maintained.

Teacher Selection

All teachers will be selected by using the following guidelines:

1. Academic training;
2. Interested in the teacher-training program;
3. Background and origin of the teacher-training participants;
4. Able to communicate with participants;
5. Willing to do hard work over and above normal teaching expectancy.

SPECIAL FEATURES IN THE TEACHER-TRAINING PROGRAM

The teacher-training program is designed to be a completely new idea in the training of teachers. The idea is so new that Delaware State College was compelled to make a complete change in its thinking on how teachers should be trained. The program looks at the kinds of experiences teachers should have in order to be able to do the job in our present-day schools. After these experiences have been identified, participants are selected and evluated in light of their past experiences and a program is developed to complete the cycle.

Below is a list of major features in the program proposed:

1. High school diploma is not a requirement for entrance.
2. College credits are given for experiences related to teaching.
3. The program may be completed in less than the usual four years.
4. The program is a new one designed specifically for the participants it will serve.
5. Special faculties have been selected for the program.
6. The program is appealing to veterans because service experiences may be allowed toward a degree.
7. This program offers a built-in tutorial assistance and extensive counseling program.

8. On-site academic training is offered during the academic year.

9. More contact-hours with actual classroom setting is given in the program.

10. Participants are allowed to advance at anytime they qualify for the next step.

11. Participants may spin-in at any point.

12. Rigid certification rules have been relaxed.

13. Several agencies are participating in the training of teachers.

14. Opportunities are given to persons who normally would not go into the teaching profession.

If approved, the administration, faculty, staff and students of Delaware State College will be committed to this program. However, it must be pointed out at this point that this is not, repeat, is not, a watered down teacher education program. It is a program designed to meet the training needs of the participants and the present-day needs of the classroom teacher.

After the program has been evaluated, Delaware State College will use the results to evaluate its present teacher education program.